

CHAPTER V

CONCLUSION AND SUGGESTIONS

This final chapter presents the conclusion and suggestions. The conclusion section begins with a brief description of background, the formulation of problems, the main findings, and the conclusion. The suggestions are intended for the improvement of future research, particularly in teaching narrative text for both teachers and students.

5.1 Conclusion

The results indicate that digital storytelling as a collaborative writing project facilitated learner's collaborative dialogue and enhanced their language learning. This kind of project amplified students' mutual attention to linguistic form and fostered their collaborative construction of knowledge. There was quite a high frequency of LREs during learner's interaction. This demonstrates that in order to attain the task goals, the students participating in this study made a collaborative effort to resolve the language problems encountered when proceeding with the collaborative writing project. In this collaborative writing project, there were some characteristics observed; students stated or invited opinions, asked for or received help, expressed agreement or disagreement, self-corrected or corrected each other, or explored alternatives.

Digital storytelling as a collaborative writing project may be conducive to language learning because they provide students with the opportunities for language practice. That is, digital storytelling avails students with opportunities to deliberate about their own and their peers' language use as they attempt to create meaning. Moreover, one of the greatest advantages of this project is that it affords students opportunities to pool their linguistic resources when encountering problems. This collaboration leads to the production of more accurate texts and leads to language learning gains since it affords students to give and receive immediate feedback on

language, an opportunity missing when they write individually. The positive results of pre-test and post-test have also proved that this assisted performance consequently fostered their language learning.

This study also shows that low proficient EFL learners who were engaged in digital storytelling as a collaborative writing project focus more on form rather than meaning and they make correct changes, even though there are some overlooked mistakes. The learners also demonstrate attention to process by assisting the other members through corrective scaffolding. The collaborative dialogue framework allows the researcher to observe students as they collaborated through the fluid process of planning, writing, revising/editing, and ability to work together in the writing process. By referring to those framework, it is found that the team's contribution demonstrates how the students negotiate the space between simultaneously being a member of a group and an autonomous learner. Moreover, questionnaire information indicates that students appreciate various aspects of digital storytelling as a collaborative writing project and feel that they worked together successfully and that each member played an important role in the project.

Furthermore, the integration of technology and also collaboration creates opportunities for wholly new writing environments and experiences. Digital storytelling as a collaborative writing project promotes collaborative autonomous language learning abilities which allow students to feel a new writing experience. Moreover, it also provides the students with a learning environment to apply communication skills, work collaboratively, and think critically while addressing content and technology standards. While we do not presume to know how these technologies or pedagogies will evolve, it is important to recognize that evolution is underway and that teachers and students can be active participants in the process.

However, in spite of the beneficial effects, digital storytelling as a collaborative writing project was not without its troubles and difficulties. Among the troubles mentioned by the learners are the unstable network condition, the difficulties when signing up to the website, their limited proficiency to express the intended meaning, and the inability to spell some words. To improve the situation,

learners mentioned that the availability of the teacher for support really helped them in overcoming those troubles and difficulties.

5.2 Suggestions

Based on the research findings, discussions, and the conclusions of the research result, there are some suggestions directed to English teacher and for the needs and importance of future researchers.

For English teacher, within the sociocultural theoretical framework, digital storytelling as a collaborative writing project may be conducive to language learning because they provide students with the opportunities for language practice. It is considered as an appropriate and effective model to make students actively-engaged in the learning process. However, the teacher should consider the digital technology and also students' abilities for using such tools. For the teachers who are interested in implementing digital storytelling, make sure that the students should master the technology beforehand and the most important thing is that in this kind of project, teacher should always be available to support the students in terms of language and technical problems encountered.

Furthermore, the result of this study revealed that students mutually attended to each other's language use and that their mutual attention to language form enhanced their language development. However, it should be acknowledged that this study was conducted under some limitations. First is the unstable network and the busy schedule which might have affected students' active participation. Another limitation was its relatively small scale which has repercussions for its scope for generalization. Therefore, for further researcher, to further examine the effect of the learners' collaborative dialogue on their language learning, post-task individual writing might have been necessary and future research should investigate the comparison across different pairs. The impact of proficiency differences on language learning in the collaborative writing context will also be an interesting issue to explore.